

# CHILD WELFARE LEAGUE OF AMERICA, INC.

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## BULLETIN

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Social Work

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### A Demonstration of Foster Home Placement for Negro Delinquent Boys

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THIS experiment, known as the Warwick Project, was a cooperative venture of the New York State Training School for Boys at Warwick, New York, and the New York Children's Aid Society. It was a year's demonstration of the placement in foster homes of Protestant Negro boys between the ages of twelve and sixteen who were ready for parole from the State School, who had no homes of their own, or whose homes were inadequate or improper for their return. The State School has found parole of these children particularly difficult since the facilities for the care of Protestant Negro children away from their own homes, whether delinquent or dependent, is notably inadequate in New York State. The hope was that, if the private agency already set up to care for dependent children in foster homes could prove the feasibility of similar care for this group of delinquent children, some permanent plan of this kind would be made available to the State School.

Everybody concerned with the Project was fully aware that much preventive work could be done if there were more facilities for the placement of dependent Negro children before they become delinquent. However, the problem of placing children already at Warwick was a reality and, since the State was prepared at this time to pay for the care of these children, it was decided to accept the task at hand and look to the future for the solution of the problem at its source. The work on the Warwick Project began the middle of November, 1937, and was concluded the end of December, 1938. Due to a six-weeks illness of the worker, the actual time spent was just one year. During this period eight children were placed; two of these were later returned to Warwick and one to his own home, leaving five in foster homes at the present time.

The Children's Aid Society received \$45 a month for each child in a foster home. If the child was not a resident of New York City, the State paid the \$45; if the child was a resident, the New York City Department of Welfare committed him to the Children's Aid Society and paid the usual \$7.50 per week for his care, the State supplying the difference between that and \$45 per month. One full time worker was engaged for the Project, and the Children's Aid Society contributed the supervisory time of one of the members of its regular staff and other administrative facilities. The rate of board ranged from \$26 to \$28 per month. It was figured that when eighteen or twenty children were placed, the per capita income of \$45 a month would cover the cost of the board, clothing, incidental expenses such as allowances, carfares, and so on, as well as the salary of the special worker. However, with only eight children placed for varying lengths of time (an average of 3.8 for the year), the per capita cost (not including office overhead, the time of the supervisor, and other administrative assistance), was \$82.41 per month. The difference between this and the \$45 contributed by the State and the City was supplied by the Children's Aid Society.

From our experience this year, we believe that no complete child placement job, however small, can be carried on satisfactorily in a large Metropolitan area, with one worker alone. Each part of the child placement process is so closely interwoven with the others that one cannot progress while another remains static. With only one worker giving a third of her time to each of the three processes—Intake, Homefinding, and Supervision in foster homes—so much momentum was lost in each part of the job that at times movement was almost imperceptible. The Warwick Project indicates that child placement conducted in

too small a unit is impractical and unduly costly. Although the results of our experience would not warrant our continuing under the same administrative conditions, we do believe that foster home placement for this group of children and an easy cooperation between a public and a private child care agency are possible.

We speak of "this group" of children. Let us consider what these children have in common to distinguish them from the mass of children whom foster homes have served successfully for years. In the first place they are delinquents; in the second place, they are adolescents; and in the third place, they are Negroes. We know that no child can be committed to the State School on any but a delinquency charge. We also know that because of the insufficient facilities for the care of Negro children in New York State, many are committed to Warwick on a delinquency charge who might more properly have been committed on a dependency or neglect charge. For the purposes of clarity in this discussion, however, we are terming delinquent any child committed by the court on a delinquency charge. From our experience this year, we would venture to say that in any sizable group of referrals for foster home placement from the State School, there would be a larger percentage of serious problems than in an equal number of unselected referrals in the general intake of any child caring organization dealing with so-called dependent and neglected children.

We would, therefore, say that a project dealing with the foster home placement of a group of delinquents would most likely present greater difficulties than a similar project dealing with a group of dependent and neglected children.

The second difference in this group of children is the fact that they are all adolescents. It is generally conceded that even the normal adolescent is likely to be disturbed and restless and to resent authority of any kind. Therefore, their adjustment in a home setting is apt to be more difficult and foster parents as a rule prefer the younger child.

That the children are all Negroes constitutes the third difference. The common feeling among the New York City agencies is that Negro boarding homes are particularly difficult to find. The high percentage of unemployed Negroes, the crowded living conditions, the high rents and low incomes frequently necessitating additional income from roomers, all tend to limit the number of prospective foster homes in their group. However, when we began our work we felt that New York agencies in general had not concentrated sufficiently upon the task of finding homes for Negro chil-

dren, to be able to estimate the true extent of the problem presented.

Home-finding was our first point of attack because we were starting from scratch and had no foster homes ready for use. The Children's Aid Society places some Negro children in its regular program but on the whole they are younger children.

The first six weeks were devoted almost entirely to arousing community interest in the Project. Contacts were made with leaders in various communities such as directors of social welfare departments, community centers, settlements, ministers, doctors, school principals, and others. Small groups were addressed and individuals interviewed in the interest of obtaining leads for foster homes. Friends and acquaintances were not spared. Often a casual luncheon appointment or a social gathering would lead to a visit to Westchester, Long Island, or some other community the following day, sometimes with specific results and sometimes with just another contact that might later yield a home or two. This all took time and although it was often discouraging at the moment, in the end it proved thoroughly worth while. We found people truly interested and responsive and willing to exert considerable effort in our behalf. As much as from three to ten months later, we had some definite referrals as a direct result of some of this early work. We feel now that homefinding would have progressed faster had we been able to continue this kind of campaigning consistently throughout the year. In all, we had 139 applications of which 82 were rejected, 46 were withdrawn either on their initiative or ours, 2 were pending investigation at the close of the year, and 9 were approved for use. It is interesting to note that the percentage of approved homes is approximately the same as in the Foster Home Department of the Children's Aid Society.

At no time were we without leads to new homes and at the close of the Project we had several approved or partially investigated homes to turn over to the Children's Aid Society. While frequently we were very much discouraged about finding the right home for a particular child, we feel confident in saying that our year's work does indicate that homes can be found for this group of difficult children. The homes used have proven adequate, and the foster parents patient and to an amazing degree accepting of the problems these children present. Several boys ran away and in every instance the foster parents were willing to take them back. Removal from the foster home was in no case at the request of the foster parents. In the course of the year's work we did find

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## A Committee on the Philosophy of Budgeting

(The Children's Bureau of Cleveland has a staff committee which considers from time to time the question of what payment shall be expected for the children from a family when its budget is in a snarl. The following is a part of one of its meetings.—EDITOR.)

**W**E NEED to be sure that we are getting from parents all that it is reasonable to expect. An agency has a right to define what is expected of parents and the community has a right to expect some adjustment in the client's scale of living when it is asked to step in. The caseworker can help the client by appreciating the difficulty but still expecting him to rise to the responsibility involved.

In order to determine what is a reasonable payment from parents, caseworkers talk with clients on a budget basis. Here it is important to stress: First, a knowledge of all the facts—what are the client's actual expenses and obligations? Second, flexibility—each situation is different, and while an agency must have certain policies set up as a guide in budgeting, the individual situation must be reviewed in terms of its particular needs. For instance, in budgeting for clothing a man who has been on relief and then on WPA will need a larger clothing allowance for a period than a man who has been working steadily. Third, a positive approach—the client is to feel that we are helping him meet his responsibility rather than that we are limiting him.

Specific questions that arise in budgeting are: (1) How does the caseworker work out a budget with a client who operates a small business? How can one determine the actual facts and determine what he is able to pay for children? (2) What allowance should be made for payment on property? One criterion set up here is whether the property is an investment or "for use." (3) How help a client with insurance? Here again there is a distinction between protection and investment. (4) How plan with a client who has a fluctuating income? (5) What allowance can be made in the budget for debt payment? Shall a client pay on debts while the community supports his children? Actually while the children are placed the client is incurring a debt to the community, but there are other questions if we are thinking in terms of long-time planning, such as "how much would it cost to replace furniture if it were repossessed when payments were not kept up?"

The following case illustrates financial planning with a client who has a complicated debt situation:

"Mr. V. is a widower with two children, aged four and eight. He has tried a variety of housekeepers since the death of his wife three years ago. He has

been unsuccessful in securing someone who could give adequate supervision. As a consequence, the children have developed behavior problems. The four-year-old child has become rather unmanageable. There is need for a plan outside the home and placement at an institution was decided on.

"Mr. V. is employed in an industrial concern, his earnings averaging \$80 per month. He owns the house in which he lives, three suites of which are rentable, two being rented at present, and income from this source amounts to \$48 per month. Given only these figures, it would seem immediately that Mr. V. could make full payment of board for his two children, approximately \$60 per month. But there are other factors to be considered. Mr. V. has a \$2000 mortgage on his house; he owes a finance company \$300, for which his furniture is security; he has high gas, electric and coal bills, necessary because his suites are rented furnished; he is carrying expensive insurance policies on himself and the children; he owes dentist bills (the oldest child need special orthodontial work); bills to relatives, undertaker, furnace repairs, etc. He seems hopelessly confused by this staggering array of creditors. He says he does not know where his money goes—he gives it to the creditor who sees him first on pay day, always stalling them off.

"Mr. V. seems interested in the children. He talks affectionately of them and plans on reestablishing a home for them. He wants to take responsibility for them. How can we help him take as much financial responsibility as possible, thinking in terms of a long-time plan and the future return of the children to him? The caseworker recognized with Mr. V. the reality of the situation. No adjustment could be made with the finance company loan. He would have to pay it or the furniture would be lost. He had not made full payments in the past to the company who held the mortgage on his house. Maybe he could work out smaller payments with them. In any case he would have to count on rent for himself. Mr. V. had not considered that he might have insurance that would provide adequate protection at approximately one-fifth of what he is now paying. The Life Insurance Adjustment Bureau and its services were explained. He was anxious to make use of it. Other bills were not pressing. He could temporarily let them slide until he was more able to take care of them. It was decided to budget the income from two suites only, as one was frequently vacant. As

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## BULLETIN

Published monthly (omitted in July and August) as the official organ of the Child Welfare League of America.

C. C. CARSTENS, Editor

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## The Local Unit in Public Service

SOMEWHAT more than a half century ago a decision was arrived at by a group of states which had become conscious of the need of public service that it would be more effective and economical to render it under state rather than county auspices. Ten states, mostly located in the Mississippi Valley, proceeded in rapid succession to build state homes for children. Other states followed later so that the number was increased to seventeen. Three states, on the other hand, adopted the plan of building county homes.

These homes were to be for temporary service in most instances and from them children who were permanently committed were to be placed out for adoption or for free home care without adoption.

Seven other states built no institutions but used foster family homes entirely with the responsibility divided between the state and the local units.

Much water has flowed under the bridge since these programs came to be instituted. Ideals, methods and facilities in child welfare work have changed greatly. We have come to realize that dependent children are no different from any other children. They not only respond individually to various types of care, but the parental home remains an influence that is not easily eliminated from their lives by a period of public care. Nearness to parents and relatives is therefore desirable.

For these and other reasons the county, wherever it is available for administrative services, is becoming the desirable unit. Its size and form of organization lend themselves well in most states to effective service. Only in New England and in some of the states of the West and Southwest is the county in some cases too unwieldy for use and there other local units may have to be developed.

But the local unit is needed not merely to locate the child's care in most instances nearer his relatives. It also provides the possibility of effective participa-

tion for the lay public. The disregard of lay participation in public service is one of its greatest weaknesses. The lay public needs to have its ideas about child care corrected. The printed page and lectures by professional social workers will avail but little. Lay participation with local responsibility under wise professional guidance in the county units will change attitudes, correct misconceptions and provide more adequate budgets in county, city and state.

Public service often has excellent people on its staff working with inadequate facilities because the fiscal body has had no opportunity to know what the needs of the service are. There has not been enough effective interpretation to the interested citizens. They have never become convinced that in child care the best way to save money is by providing adequate staff and enough of it. In that way fewer children will need to come into care or when accepted will remain a shorter time.

It rather looks as if lay participation with well-trained professional staff is the solution for many difficulties.

—C. C. CARSTENS

## Our Pediatrician Leaves Us

DR. FLORENCE A. BROWNE, for upwards of two years attached to our staff as pediatrician, has ended her service with us. Her follow-up visits to the many children's agencies and institutions connected with the League's surveys have brought substantial results. We regret that it was impossible for her to visit all of our members.

The publication of "A Health Program for Children In Foster Care," the revision of the Child's Medical Record, together with cards for the record of eye examinations, as well as a dental record, are additional testimonials to her intelligent and faithful service. "A Health Program for Children In Foster Care" has just gone into a second edition.

Dr. Browne is at present pediatrician in the Union Memorial Hospital of Baltimore.

## New Reprints Available

THE Child Welfare League has just made available for sale three reprints which we feel will be of interest:

"Standing in the Place of Mother," by Genevieve Parkhurst. This is an understanding interpretation of foster mothers which appeared in the *Good Housekeeping* for May, 1939. Reprints may be purchased at 10 cents a copy.

"Some Scientific and Professional Views of Adoption," by Evelyn C. and Lee M. Brooks, is a reprint from the *Journal of Social Forces* for May, 1939. This carries a careful bibliography which should be of use to those interested in this particular field. Reprints may be had for 10 cents a copy.

"Adoption Practises and the Physician," by R. L. Jenkins, M.D., was reprinted in 1934 from the *Journal of the American Medical Association*. Because of its current worth we have printed it again with additions and corrections made by the author in 1939. Copies of this may be had at 25 cents each.

## Financial Statement of the League

For the Fiscal Year January 1 to December 31, 1938

### RECEIPTS

Russell Sage Foundation.....	\$9,091.60
Commonwealth Fund.....	6,701.10
Contributions and Organization Quotas.....	24,921.30
Reimbursements for Services and Other Refunds.....	2,791.55
Agency Membership Dues.....	4,187.50
Associate Dues.....	1,365.00
Net Gain on Distribution of Publications.....	915.23
Miscellaneous.....	105.81
<b>TOTAL CURRENT RECEIPTS.....</b>	<b>\$50,079.09</b>
Foreign Support Cases.....	832.72
Net Excess of Disbursements over Income.....	1,187.12
	<b>\$52,098.93</b>

### DISBURSEMENTS

<b>Salaries</b>	
Service Staff.....	\$23,500.00
Clerical Staff.....	10,859.25
<b>Office Expense</b>	
Rent.....	2,285.60
Telephone and Telegraph.....	577.23
Stationery and Supplies.....	1,813.31
Office Equipment.....	171.35
Postage.....	1,309.46
<b>Travel and Maintenance</b>	
Regular.....	6,386.87
Special.....	30.00
Conferences.....	109.72
<b>Miscellaneous</b>	
Publicity.....	3,177.91
Library.....	42.62
Audit and Insurance.....	378.24
Contributions to Organizations.....	260.00
Miscellaneous.....	264.65
<b>TOTAL CURRENT DISBURSEMENTS.....</b>	<b>\$51,266.21</b>
Foreign Support Cases.....	832.72
	<b>\$52,098.93</b>

WALTER M. BROWN, *Treasurer*  
Audited by BYRNES AND BAKER

## A Committee on the Philosophy of Budgeting

(Continued from page 3)

rent from only two suites was to be budgeted as income, he could use rent from the third suite when it was rented to give him leeway in planning. Mr. V. could include the essential payments in his budget and still make some payment for the children although he could not pay full cost. He could feel that he was making progress in his financial situation at the same time that he was accepting some responsibility for them. It was recognized that Mr. V. would need help in carrying through a budget plan and that the caseworker would have to have frequent contacts with him, especially at first, perhaps seeing receipts for payments in order to be sure that the plan was working. It must be a teaching process. The plan will probably need to change as Mr. V. and the caseworker see that it does not meet his needs as debts are paid, as earnings fluctuate. Thus the caseworker is not only encouraging Mr. V. to take financial responsibility but helping him to do so. If, instead of recognizing the real financial situation, the caseworker had insisted on full payment of board, Mr. V. might have paid for a short period, then the furniture would have been lost, wages garnisheed and he would have found himself more hopelessly enmeshed, perhaps giving up and admitting that he was unable ever to plan for his family."

## A Demonstration of Foster Home Placement for Negro Delinquent Boys

(Continued from page 2)

many homes that wanted younger children and would not consider our older boys, and some, of course, who were afraid to attempt a child whose problems were as definite as these. But, interestingly enough, the fact that the children had been in an institution for delinquents in itself did not constitute a serious hazard to the foster parents.

The selection and preparation of these children for placement is a confusing and complicated matter both from the point of view of administration and case work practice. A year's cooperative work of this kind can be but a beginning in the direction of the solution of these problems. In spite of the fact that the institution is under public auspices, and the children are under court jurisdiction until they reach twenty-one years of age, at no time could we say that case work was blocked by rigidity or lack of cooperation between the agencies. The administrative diffi-

culties were inherent in the problem itself rather than in the auspices under which the agencies were run.

In selecting the children for foster home placement, we were primarily concerned with their individual needs and the accessibility of their needs to the particular kind of treatment that foster parents, together with case work, have to offer. Throughout the year, forty-seven children were referred by Warwick to the Children's Aid Society. Of these applications, sixteen were definitely rejected by the Children's Aid Society, eleven were withdrawn for one reason or another, nine were still pending a decision at the close of the year, and eleven were accepted for further study.

We all agreed that we would begin with the children who would be easiest to place. Reasoning that younger children are more acceptable to foster parents, as a rule, and are likely to be more adaptable and less set in their delinquencies, we had in mind a group between the ages of twelve and fourteen. This, however, did not work out as planned because there were fewer younger children in need of foster home placement than we had thought and of those referred, we finally selected three who were 16, 15 and three 14. Of those returned to the institution, one was 16, one 14, and the boy returned to his own home was 15. Of the forty-seven referred for placement, one was 10, five were 13, sixteen were 14, thirteen were 15, and twelve were 16. We can really draw no conclusion from these figures as to the part that age plays in the success of foster home placement of these children, since the numbers studied are too few, the period in foster homes up to the present is too short, and our methods of selection too uncertain.

The selection of children for placement was based on case work diagnosis. While some categorical basis is necessary in limiting a problem to a workable size in any placement project final success will lie in the further development of case work methods of evaluation.

An entire paper might be devoted to a discussion of what we know and what we do not know about the elements that go into the successful placement of a child in a foster home. We have many vague ideas as well as much substantial, valid data in this regard, but how many of us can set down clearly our principles and practices in the selection of children for foster home care? Perhaps much will always have to be trial and error but surely more study and practical research in this part of our job would yield results of inestimable value.

In pointing out some of the problems in the selection of children for placement in this particular proj-

ect, we are touching upon problems common in many respects to the whole field of child placement but in some respects peculiar to this particular project. The histories of the children before commitment were largely the bald outlines of facts, full of significance, to be sure, but missing to a large degree, the child's emotional reactions to them. It was therefore difficult to estimate the depth and the full meaning for the child of his present symptoms. In almost every case, we had children rejected by their parents in one way or another, unstable home situations, broken homes, poor social environment, and so on. Still we knew that the personalities of these children were very different and, both from experience and from conjecture, we knew that some would respond to the opportunity to live in a stable environment and some would not.

Just as important as history is a thorough understanding of the child's personality and his present behavior. In one respect we had a golden opportunity to secure this, because all the children were living in the controlled environment of an institution. We received detailed written reports from the various staff members in the institution (teachers, cottage parents, recreation workers, etc.) on every child referred and found in many instances that a single child varied from a veritable angel to a little demon. This does not mean that helpful information cannot be obtained from the institution's personnel but it does point to the need for more contact with the institution and better understanding of its routine by the worker who is interpreting this material. The report of a child's behavior in an institution is inevitably, and we think should be, based on comparison with other children living under the same conditions, and upon the individual child's progress in the institution. Adjustment in the institution does not necessarily mean adjustment outside of it, and of course, the reverse is also true. However, if the worker obtaining this report is thoroughly acquainted with the institution life, she will be able to evaluate it in terms that are useful to her problem of foster home placement.

Our year's work made us keenly aware that the intake process is not merely an investigation to determine the need of placement, but must be a case work process through which a relationship is established by the agency worker with the child and his family.

One of our greatest problems after placement has been this relationship to the family. In most instances it has been hard for the child to realize why, now that he is no longer in the institution, he cannot live at home as he did before. In every case before place-



ment was considered, the child and his family were consulted by the institution's case worker, and foster home care was presented and explained to them. However, it takes time in dealing with the emotions inherent in family relationships, to build up confidence from which real understanding and acceptance can develop, and much of this work although begun before placement, must be continued by the case worker who is supervising the child in his foster home. If we, who were to follow the child in his new situation, had understood him and his family better, and if in turn they had known us better, we could have handled the situations that arose with more confidence and, therefore, with greater success. There are, of course, administrative difficulties in working out this kind of added intake responsibility, but they can be met.

One large factor in the adjustment of these children in the community has been the school. With the older retarded boy this is a common community problem, regardless of delinquency or foster home placement, and we have found its solution no less difficult than others before us. However, we cannot say that the circumstances peculiar to our group of children added markedly to the problem of their school placement. In spite of the child's record of institutional commitment, we found on the whole a sympathetic understanding on the part of the schools and a willingness to accept the child with a clean slate.

Whatever success we have had with these eight children has been due in no small measure to the case work with the child and the foster parents, both before and after placement. Frequently the child gains confidence and continuity from his relationship to the agency and the worker in spite of necessary transfers from home to home. Again, especially with younger children, a good foster home may function almost without any case work on the part of the agency staff. With an entire caseload of problem older children, the need for direct case work with the child and the foster parents is perhaps at a maximum and has proven so in the year's work with these eight children. With one exception, we have found it necessary to work actively with all the children placed, and in one case, where the child has made himself very much a part of the foster family, we have had to give considerable help to the foster mother in handling his problems. The fact that of their own initiative the three runaways returned to the social worker for further help, points to the value of this relationship with the child.

The success or failure of the Project lies primarily

in the success or failure of the children in the foster homes and in the community. This cannot be proven statistically since success and failure of human lives is necessarily a comparative matter and the personal standards, philosophies, and experiences of those making the judgment are bound to play an important part. This brings to mind the teacher of a class of problem children in a City School who, when asked by a social worker how Billy was progressing, said with enthusiasm, "Oh, Billy, he's wonderful. He used to scream morning and afternoon but now he only screams in the afternoon."

In the light of their backgrounds, their former experiences, and their family situations, we believe that the five children in foster homes at the present time have been successfully placed. To be sure they still have problems, but they have made average adjustments to living within the routines of the families and communities in which they have been placed. Most of them have at one time or another responded affectionately to their foster parents and the foster parents in turn have shown not only interest and understanding but warmth for the children.

It is true that the placement in foster homes of these delinquent adolescent Negro boys is a difficult and expensive process and is not tackling the preventive job at its source. Many commitments no doubt could be prevented if adequate attention were given to these children before they have become delinquent. However, whatever we might do in the future to lessen the delinquency rate among children, we are faced now with the problem of those children in the Institution who have no homes to which they can return. To ignore this problem because it is difficult or expensive and to concentrate all our attention on the more fundamental problem of preventing this situation in the future is like the case committee who when presented with the task of planning for a family of eleven children, spent all its time in discussing birth control.

In conclusion, we would say the year's work indicates that there is a group of Negro children in the New York State Training School for Boys for whom foster homes can be found, homes in which they can settle down to normal life in the community. The task of placing this group of children is more difficult than the average child placement job, necessitating slower movement and consequently greater expense. It should be carried on by a unit of workers sufficiently large to insure continuous work in the field of home-finding and supervision and with ample time for case work with the children and their families before placement.

## Book Reviews

THE REHABILITATION OF CHILDREN, Mrs. Edith M. H. Baylor and Elio D. Monachesie, Ph.D. Harper Brothers, New York City, 1939. 560 pp. \$3.75.

THE authors of this book, which is the presentation of an evaluative study of child placing methods and practices, have succeeded in weaving together the significant statistical material and discussion of the major problems of foster family care. The problems are those which are discussed in staff meetings, in supervisory conferences and in the classroom. The book will be stimulating and thought provoking to all who have an interest in work with children and in related fields, as well as to students of research and those in schools of social work. The presentation is courageous and marked by complete frankness and objectivity.

Primarily it is devoted to a study of 617 children—511 of whom had been in the care of the Boston Children's Aid Association and 106 in the care of the New England Home for Little Wanderers and who had been discharged during the years, 1928–1931. The purposes of the study were to evaluate the response of each child to foster care, to attempt to discover those factors which had determined whether the response would be favorable or unfavorable and to develop methods by which predictions concerning responses to treatment might be made. In one of the closing chapters the authors point out that any method of prediction which is derived will not be static; but that as knowledge of our successes and failures stimulates the clarification of function, and as experimentation and the development of new techniques widen possibilities in treatment, the results of our work may change and new experience will be utilized in future predictions.

The data for the study were obtained first from the records of these 617 children and of the foster homes in which they were placed, and secondly by extensive follow-up two to seven and one-half years after the children had been discharged from care. There is detailed presentation of the factors which may be significant in influencing a child's response. These include factors in the child's family situation, those concerning his own problems and way of life before placement, and factors in the foster family. Consideration was also given to some of the resources which the agencies used in treatment.

Inevitably the material lead into the areas of the degree of understanding which the agency had of the child and his problems, the nature of the case worker's relationships with the child and his parents, and the quality of the foster homes used. Striking evi-

dence is given of the need for social case work to concentrate its attention on the entire family.

There is discussion of the degree of success or failure in work with children presenting different types of problems—those from broken homes, those with health problems, those with personality difficulties and those who had been overtly delinquent.

The main theme of the book is an emphasis on the need for research, for the testing of techniques and for the accurate and systematic evaluation of the results of our work, in order that we may know what we are and what we are not doing—what our limitations are—when we are on familiar ground and when we are experimenting.

—ELIZABETH MUNRO CLARKE

LUCIO AND HIS NUONG, written and illustrated by Lucy Herndon Crockett, Henry Holt and Company, New York, 1939, \$2.00.

LUCIO, now 6, was "no longer a small child but had become on this day a big child, and so became of an age to work." His special task was chosen by his admiring aunt, Tina. By gentleness and understanding he became the master of a "lazy, good-for-nothing nuong of whom all in the village were afraid." Nuong is the native word in the Philippines for the water buffalo, that strong and fierce toiler in the rice paddies.

Lucio's father had failed to control the beast who in enjoyment of his ease and peaceful snoozing somewhat resembles Ferdinand. In fact, Mansala, the elder, had tried all languages on the lazy caraboa, even to that most terrible word he knew, "dumbbell!" But as he used it the caraboa simply sank completely out of sight in the oozy river bottom.

This is a simple tale of Lucio, the finest boy child the village had ever known. Its pictures with their whimsical touches delight the soul. Each looking through finds something new—a caterpillar basking in the sun, a lady bug or lizard at ease. One page has nothing on it but the suggestion of an endless stream of ants disappearing into the distance. Again, the terrible nuong wears a flower wreath on one tip of its magnificent, curving horns, which cover six feet from tip to tip. Small, but stalwart, brown-legged Lucio is delightful as he arouses his sleeping nuong from blocking the doorway of the shop on market day while the entire village, including a non-plussed policeman, looks on.

The book is highly recommended for young children, and for those older children sometimes called parents, and for tired social workers looking for an hour's escape to a less harried world!

—SYBIL FOSTER